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IDENTIFIERS	Elizabethtown Community College KY

ABSTRACT

The Women in the Workplace Vocational Education Project, an 8-hour workshop, was presented in fall 1986 to 15 women between 17 and 25 years of age who were enrolled at either Elizabethtown (Kentucky) Community College or Vocational School and who were at or below the poverty level. A spring 1987 workshop, "Sex Bias in the Workplace," included both men and women (N=19). The project explored the effects of learned cultural values and traits on sex bias and stereotyping. The project decreased sex bias using several techniques: controlling nonproductive nonverbal communication, using learned affiliation values, dealing with cultural values, and maximizing personality strengths. According to evaluation results, four segments were most beneficial: assertiveness training; self-understanding; awareness of sex bias; and the inclusion of male participants in the spring workshop. For future workshops, continued emphasis will be placed on accepting responsibility and on the role self-esteem plays in sex biases and stereotyping. (Supplemental materials on publicity and financial need are briefly mentioned, and a registration form and the sex equity final/annual report statistical information 1987 are included.) (NLA)

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WOMEN IN THE WORKPLACE

ED344024

Elizabethtown Community College

Elizabethtown, Kentucky 42701

Project Number - 12-DDEG-04-08-0541-87-25-WIX-E2800

Budget Unit Number - 4837

July 8, 1987

ANNUAL REPORT

for

The Office of Vocational Education

Kentucky Department of Education

Frankfort, Kentucky

CE 060 764

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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ABSTRACT

The Women in the Workplace Vocational Education Project was an eight-hour workshop presented in the Fall of 1986 and again in the Spring of 1987. For the Fall semester class, priority was given to women between 17 and 25 years of age who were enrolled at Elizabethtown Community College and Elizabethtown Vocational School who were at or below the poverty level. The remaining slots were filled by approving the acceptance of some women who did not fully meet the above criteria.

The Spring semester class underwent some changes, however. The name of the project was changed to Sex Bias in the Workplace, and participants included both men and women enrolled at the college or vocational school with priority given to students who were at or below the poverty level. Remaining slots were again filled by accepting some students who did not meet the age or poverty criteria.

The project aimed at increasing one's understanding of the effects of learned cultural values and traits on sex biases and stereotyping. The participative style of

the program allowed the students to increase their abilities to handle these situations on the job. There were 15 participants in the Fall workshop and 19 in the Spring workshop.

ACTIVITIES AND ACHIEVEMENTS

The objectives of the project were to:

1) Understand and control the use of nonproductive nonverbal communication that contributes to sex biases.

2) Use learned affiliation values to help meet work objectives.

3) Deal effectively with cultural values that contribute to sex biases and stereotyping.

4) Maximize personality strengths to deal with sex bias in work and other settings.

Participants developed an understanding of nonverbal behavior by evaluating others in viewing trigger tapes that were made especially for the project. Lectures covering cultural and historical aspects of behavior, proxemics, and kinesics further enhanced an understanding of the role this plays in stereotyping and sex bias.

The role of affiliation and other culturally learned values was first explored through lectures.

These were followed by discussion, role-playing, and self-evaluation. The three styles of communication were demonstrated along with the role that culture plays in each. Assertive communication and active listening skills were emphasized and practiced as methods of dealing with external biases. Internal biases were probed through self-esteem and assertive rights exercises.

The students further explored stereotyping by taking the Myers-Briggs and Holland Inventories. The college's "Discover" program was also strongly encouraged for those who wanted more in-depth knowledge in this area. Students' personal insight was expanded through understanding of their own personalities, self-expectations, and the part these play in contributing to sex biases. The idea of the individual having influence and control over some aspects of sex biases and stereotyping was not what several expected or wanted to deal with. Where the workshop handled sex biases and stereotyping as coming from both internal and external factors, a number of participants were more comfortable blaming others.

The workshops were enthusiastically received and generated a great deal of work-related discussion. Some

of the students commented on how the Inventories had supported their career choices; others said they would be able to use their test results in making career decisions.

Utilizing the inventories allowed the participants to become aware of common personality traits of each sex and how they contribute to stereotyping. They learned the importance that self-esteem played in their abilities to make sound career choices as well as decisions within the workplace.

Opening the workshop to men in the Spring was a valuable experience for all. The general format of the workshop remained the same, but the two men participants gave a different perspective to sex biases and stereotyping which was enlightening and beneficial to all.

RESULTS, CONCLUSIONS, AND RECOMMENDATIONS

The overall results of the evaluations by workshop participants (both end-of-workshop evaluations as well as a follow-up survey of the Fall participants) included the following segments to be most beneficial: assertiveness training, self-understanding through the results of the Inventories, an acute awareness of sex

bias that continues long past the workshop experience, and, in the Spring evaluation, the inclusion of men as participants.

Those in the Fall workshop felt that there were too many handouts relating to laws protecting against sex bias and that there needed to be more time for open discussion. Participants in the Spring workshop felt that more students could benefit from the workshop and that men should be especially encouraged to participate.

The quantity of handouts for the Spring semester was reduced as well as the time spent on discussion of sex bias legislation to allow more time for open discussion by the participants.

Of the 34 participants, only one did not complete the training. Attendance was 100% almost every session, even when a sudden storm dumped several inches of snow only an hour before one session began!

The same methods will be retained for planned programs next year. They were well received by all and were extremely consistent with theories of adult learning styles. The materials will also remain the same. Continued emphasis will be placed on the importance of accepting responsibility and the role of self-esteem in the total picture of sex biases and

stereotyping.

SUPPLEMENTAL MATERIALS

A. Publicity--Publicity for the workshop was generated mainly at the college and vocational school with limited publicity in the newspapers this year.

B. Financial Need--This was the form that was used to verify financial need. All applicants were accepted in the 1986-1987 project; however, this will be used in the future if it becomes necessary to limit enrollment.

ELIZABETHTOWN COMMUNITY COLLEGE

SEX BIAS AND STEREOTYPING

REGISTRATION FORM

NAME _____

ADDRESS _____

TELEPHONE NUMBER: HOME _____; BUSINESS _____

ARE YOU A STUDENT AT: ECC ____ VOC. SCHOOL ____ AGE ____

SOCIAL SECURITY # _____ NO. IN HOUSEHOLD _____

NO. CHILDREN UNDER 18 ____ APPROXIMATE INCOME _____

SEX EQUITY FINAL/ANNUAL REPORT
STATISTICAL INFORMATION
FY 87

SCHOOL Elizabethtown Community College
PROJECT Sex Bias in the Workplace

Total Number Served in Program Designed to Elimination Sex Bias, Sex Stereotyping:

34 F 32 M 2 Total Minority 3

F Minority 3 M Minority 0

Please check the type of progrmas provided and the number by sex and race served in each:

X Sex Equity and Awareness

Total 34 F 32 M 2

Total Minority 3 F 3 M 0

Secondary Recruitment - Adult Recruitment 34

X Career Guidance Two hours (same people as above)

Total See #1 F _____ M _____

Total Minority _____ F _____ M _____

Secondary _____ Adult

X Counseling (Building Self Esteem) one hour (Same people as 1st program, Abov

Total See #1 F _____ M _____

Total Minority _____ F _____ M _____

Secondary _____ Adult

___ Support Groups for Nontraditional Students

Total _____ F _____ M _____

Total Minority _____ F _____ M _____

Secondary _____ Adult _____

___ Support Groups for Nontradtional Students and Traditional Students

Total _____ F _____ M _____

Total Minority _____ F _____ M _____

Secondary _____ Adult _____

___ Vocational Program Exploration (hands on)

Total _____ F _____ M _____

Total Minority _____ F _____ M _____

Secondary _____ Adult _____

___ Nontraditional Role Models/Individuals from Business and Industry

Total _____ F _____ M _____

Total Minority _____ F _____ M _____

Secondary _____ Adult _____

___ Tours of Workplace with Nontracitional Employees and New and Emerging Occupations Employees

Total _____ F _____ M _____

Total Minority _____ F _____ M _____

Secondary _____ Adult _____

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____ Math Anxiety Reduction

Total_____ F_____ M_____

Total Minority_____ F_____ M_____

Secondary _____ Adult _____

____ Seminars for Community Leaders, Business Persons, Educators, Civic Groups, Parents of Elementary and Secondary Students

Total_____ F_____ M_____

Total Minority_____ F_____ M_____

Secondary _____ Adult _____

____ Job Development for Nontraditional and New and Emerging Occupational Positions

Total_____ F_____ M_____

Total Minority_____ F_____ M_____

Secondary _____ Adult _____

____ Nontraditional/New and Emerging Occupations Job Placement

Total_____ F_____ M_____

Total Minority_____ F_____ M_____

Secondary _____ Adult _____

____ Nontraditional/New and Emerging Occupations Program Placement after Program Completion

Total_____ F_____ M_____

Total Minority_____ F_____ M_____

Secondary _____ Adult _____

____ Programs Designed to Prepare Girls and Women to Support Themselved and Their Families

Total_____ F_____ M_____

Total Minority_____ F_____ M_____

Secondary _____ Adult _____

____ Parenthood for Fathers

Total_____ F_____ M_____

Total Minority_____ F_____ M_____

Secondary _____ Adult _____

____ Parenthood as a Team Effort

Total_____ F_____ M_____

Total Minority_____ F_____ M_____

Secondary _____ Adult _____

Age Range:

12-17 # Served: 2

18-22 # Served: 13

23-30 # Served: 12

31-39 # Served: 4

40-49 # Served: 3

50-59 # Served: 0

60-70 # Served: 0

Annual Income Range:		
	$ 100 - 2,999	# Served: 4
	3,000 - 5,999	# Served: 5
	6,000 - 7,999	# Served: 5
	8,000 - 9,999	# Served: 5
	10,000 - 12,999	# Served: 6
	13,000 - 15,999	# Served: 2
	16,000 - 17,999	# Served: 0
	18,000 - 19,999	# Served: 2
	20,000 - 24,999	# Served: 3
	25,000 - 29,999	# Served: 2
	30,000 and over	# Served: 5

Number Of Children of Adults in the Program 0

Please write the number of students who sought training in the following categories: *

Number Seeking Retraining

Total_____ F_____ M_____

Total Minority_____ F_____ M_____

Number Seeking Upgrade

Total_____ F_____ M_____

Total Minority_____ F_____ M_____

Number Seeking Nontractional for First Time

Total_____ F_____ M_____

Total Minority_____ F_____ M_____

Number Seeking Training for New and Emerging Careers

Total_____ F_____ M_____

Total Minority_____ F_____ M_____

*The purpose was primarily sex equity awareness, not training, specifically.